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RDG 4402

Annotated Bibliography

Biancarosa, G. (2005). After third grade. *Educational Leadership*, Retrieved from http://www.kckps.org/teach\_learn/pdf/group3/t\_l9\_after.pdf

In this article, a panel of researchers got together and created a list of fifteen strategies that will improve adolescent literacy. A few key points that I got from this article are as follows: Students should have access to a diverse range of reading material. We have discussed this is class often, and this study agrees that schools and libraries should keep a wide variety of reading material readily available to students, and not limit them to a certain list of assigned material. Also, this study addresses writing as a direct link to reading. Students who are given opportunities to write develop higher critical thinking skills which can help in responses to reading. Because of that, this article states that schools should increase the amount of writing instruction given to students. I particularly like how this article discusses assessments. It states that assessment should be done continually and that it should focus on the positives. I also like and agree that assessments can be both formal and informal. Sometimes you can get the greatest information from a child just by asking him or her about a book in a casual conversation.

Moats, L. (2001). When older kids can't read. Retrieved from http://www.winsorlearning.com/site/resources/articles/when-older-kids-cant-read/

This article discusses what researches found to be helpful when older children are having trouble with reading. The researchers point out that students need to be exposed, again, to instruction in phonological and alphabetic skills. They can then use that knowledge to decode words. If students don’t know the words they are reading and cannot derive meaning from the context they are reading, teachers need to expand the students’ vocabularies by directly working with them on speech and syllable patterns as well as structural analysis. The article also suggested ways to aid in fluency and in word recognition. The researchers suggested reading with a tape recorder, reading chorally, and also reading familiar text. One final thing that the researchers discovered was that students’ comprehension of reading material increased when they were exposed to meaningful discussions about things that they were reading. Probing and open-ended questions helped stimulate these discussions and allowed for higher comprehensive skills.

Graham, L., Bellert, A., Thomas, J., & Pegg, J. (2007). Quicksmart: A basic academic skills intervention for middle school students with learning difficulties. *Sage Publications*, Retrieved from http://ldx.sagepub.com/content/40/5/410.full.pdf

Although this article was mostly about intervention for middle school students specifically with learning disabilities, the techniques discussed could be used for general education students as well. The delays researchers found were in phonological processing and naming speed skills. Because these skills are delayed, the students’ comprehension processes are negatively affected. This article seems to be promoting a program called *QuickSmart*. The program’s goals are to improve fluency along with other academic skills and also improve comprehension and problem solving as well. Other factors in this program are scaffolding and student self-efficacy. One thing that I found to be very interesting in this article was that these researchers also blame the delay in reading skills in some students on their lack of background experiences. Also a lot of the work done in the program was based on reading speed. Timed flashcards activities were used that were based on words selected from a set of focus words. The results after the study was done and *Quicksmart* was completed were recorded as being successful.

In comparing these three articles as well as the discussions we have had in class, most of the techniques used to improve reading skills in upper grade levels are the same. Fluency was discussed in all three articles as well as how fluency helps with comprehension as well. Two of the articles blamed a lack of phonological awareness on the initial reading delay of these older students. Decoding was mentioned in one article and again phonological awareness was said to improve or enhance decoding skills. Writing and assessment were both mentioned in the first article, which I had hoped to see in the other two articles. I am a firm believer that reading and writing go hand in hand. What I find most interesting in doing this assignment is hearing from different sources what is to blame for these older students’ delays.

Works Cited

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